

# Items to Consider When Establishing Prerequisites

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# Topics for Discussion

Items to consider when establishing prerequisites

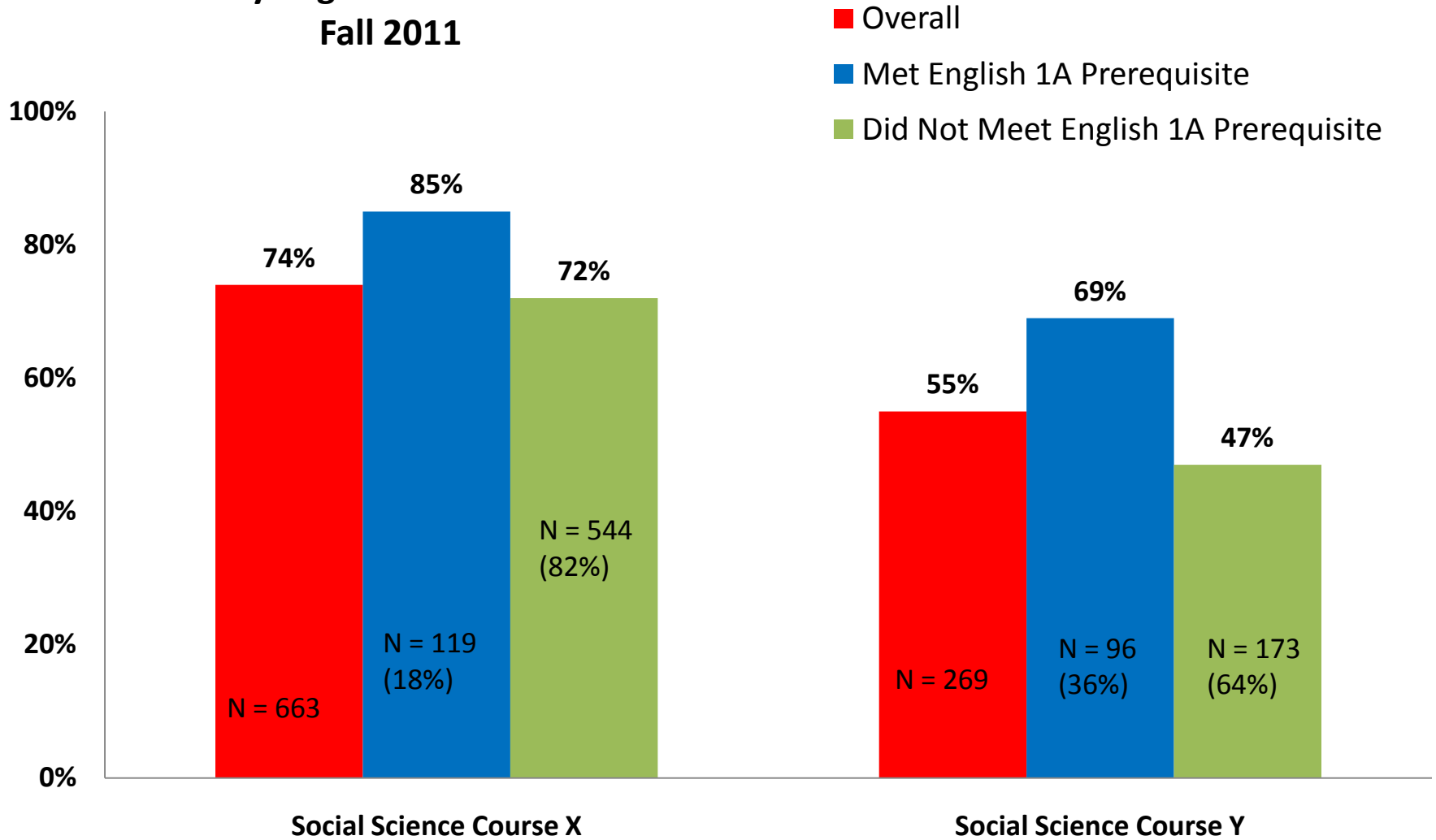
- **Setting a prerequisite only when students are ‘highly unlikely’ to succeed without the prerequisite course**
- **Disproportionate impact**
- **Statistical validation**
- **Content review**

**Examples used to facilitate discussion**

- A. **Success rates in selected courses by English 1A status**
- B. **Econ 1 (Microeconomics): Math 55 set as a pre-req in Fall 10**

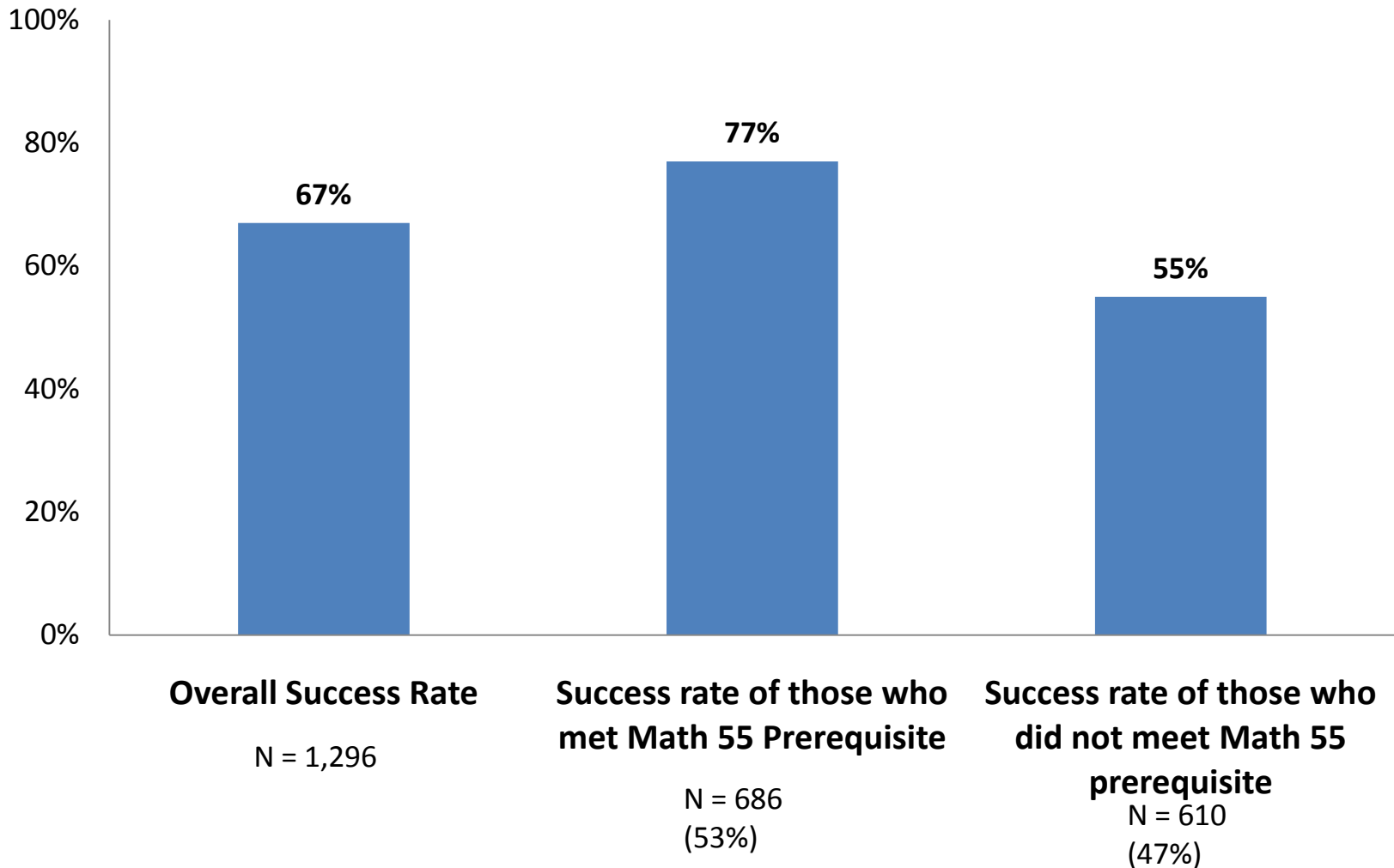
**How do we assess if students are  
'highly unlikely' to succeed without  
the prerequisite course?**

# Las Positas College Success Rates in Selected Courses By English 1A Status Fall 2011



**How do we determine  
disproportionate impact?**

**Las Positas College**  
**Success rates in Econ 1**  
**by Math 55 prerequisite status**  
**Fall 07 to Spring 10**



# Checking for disproportionate impact

“Evaluation for impact is accomplished by dividing the minority percent placement rate by the majority percent in specific courses. If this ratio is *less than 80%* then there is evidence of disproportionate impact.”

*Source: A Guide to Assist with the Design and Implementation Investigations to Evaluate Tests in consideration of the CCC Assessment Standards (March, 2001, 4th Edition) prepared by Douglas Glasnapp and John Poggio of the Center for Educational Testing and Evaluation at the University of Kansas.*

# Checking for disproportionate impact

| Headcount of Students in Econ 1               |                     |     |                              |     |       |      |  |
|---|---------------------|-----|------------------------------|-----|-------|------|--|
| Aggregated Data from Fall 2007 to Spring 2010 |                     |     |                              |     |       |      |  |
| By Age and Math 55 Pre-Req Status             |                     |     |                              |     |       |      |  |
|   | Met Math 55 Pre-Req |     | Did Not Meet Math 55 Pre-Req |     | Total |      |  |
|   | Num                 | Pct | Num                          | Pct | Num   | Pct  |  |
| 21 or younger                                 | 508                 | 56% | 402                          | 44% | 910   | 100% |  |
| 22 or older                                   | 178                 | 46% | 208                          | 54% | 386   | 100% |  |
| Total   | 686                 | 53% | 610                          | 47% | 1,296 | 100% |  |

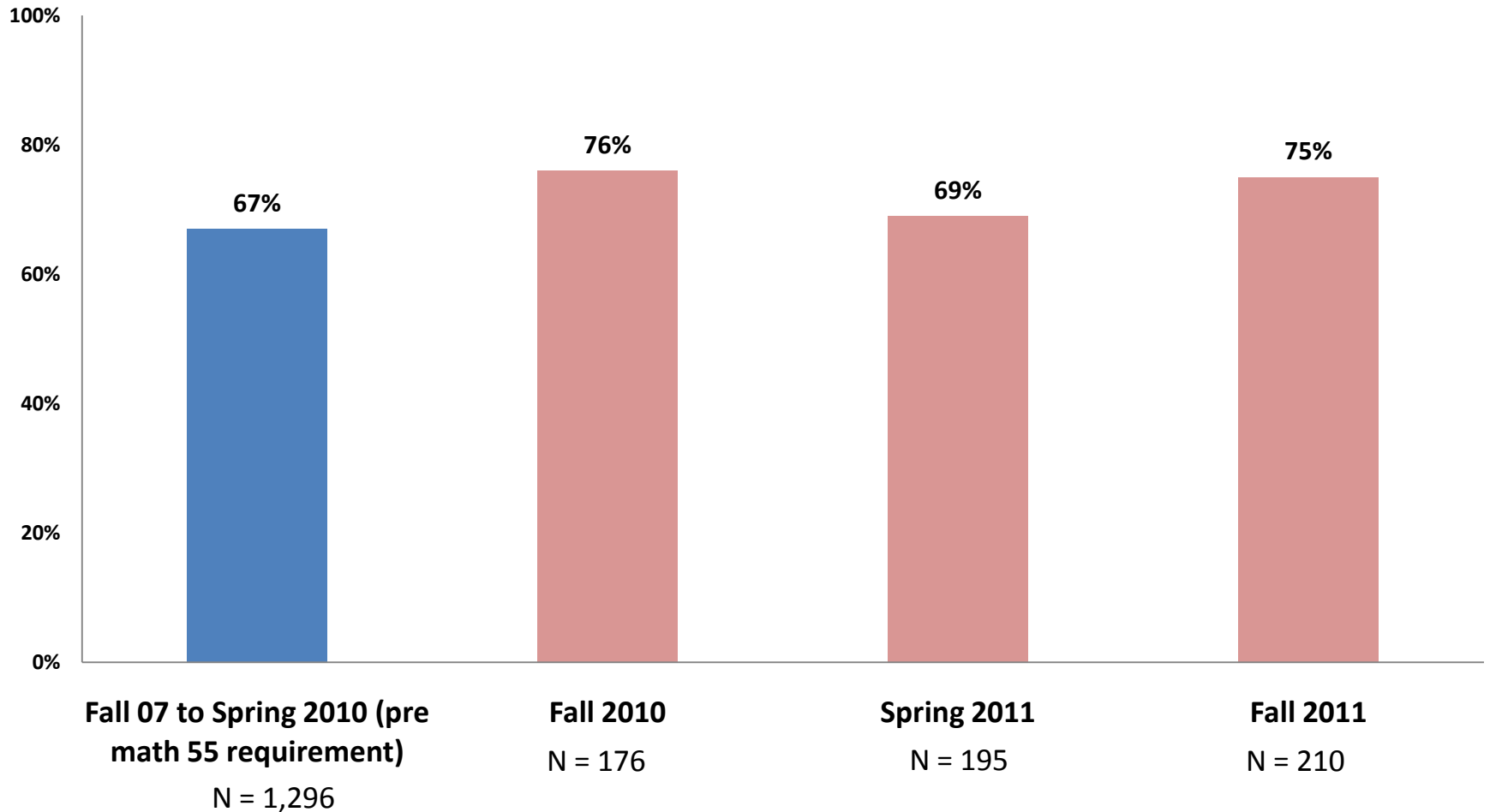
Disproportionate Impact check for age →

$$46\%/56\% = 82\%$$



**Why is statistical validation  
important?**

**Las Positas College**  
**Success rates in Econ 1**  
**Before Math 55 was required vs. after Math 55 was required**  
**Fall 07 to Spring 10 vs. Fall 2010 to Fall 2011**



**Why is content review important?**

**(Open discussion)**